

TARGETED TEACHING

Professional Development 3, Term 2, Friday 3 June 2016

Analysing the data course – Session 3

TARGETED TEACHING: Identifying the possible areas that need to be addressed and designing strategies as a team.



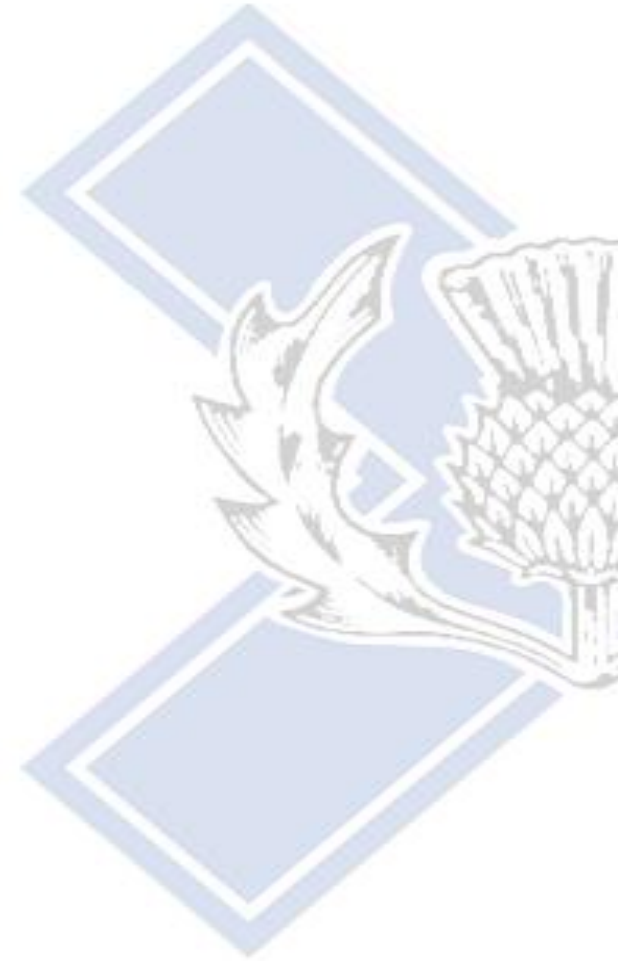
This course will contribute 7 hours of QTC Registered PD addressing 1.1.2, 1.3.2, 1.5.2, 2.5.2, 3.6.2, 5.1.2, 5.4.2, 6.2.2, 6.3.2, 6.4.2 from the Australian Professional Standards for Teachers towards maintaining Proficient Teacher Accreditation in NSW.



KNOX GRAMMAR SCHOOL

Standard 2: Teachers know the content and how to teach it.

Standard 3: Plan for and implement effective teaching and learning.



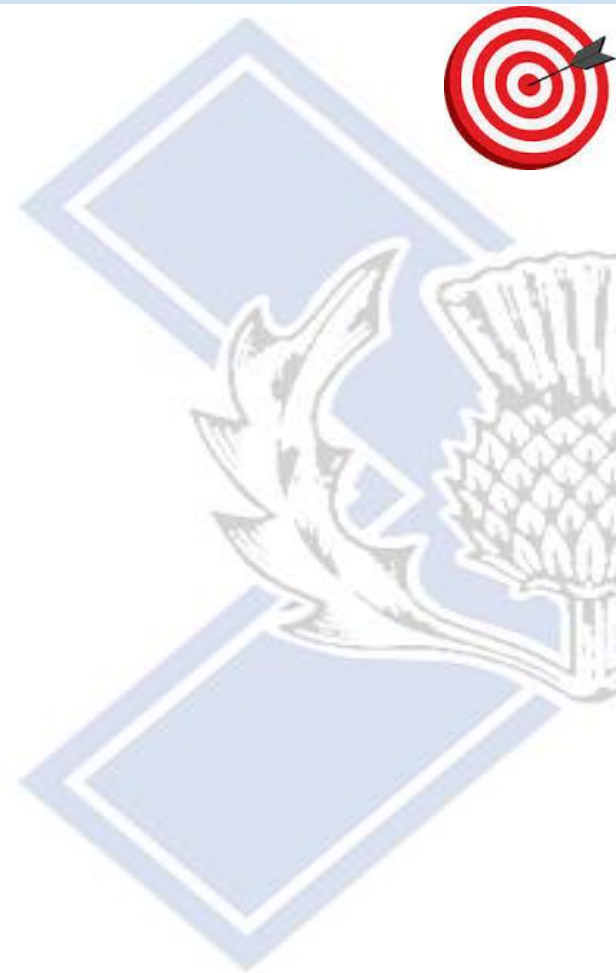
What is the focus of this session? Targeting areas for improvement

1. Target an area for improvement from student data.
2. For this session you will use the data derived from the RAP or the summative assessment in Markbook. E.g. The mean for the Year 7 English imaginative writing task was 10.7 and the SD was 2.3. As a result the Stage 4 L & R team set a target of 11.7 as a mean for the end of Term 3.
3. You could backwards map from RAP: E.g. Responses to imaginative writing questions need to be addressed in Stage 5 as well as Stage 6.

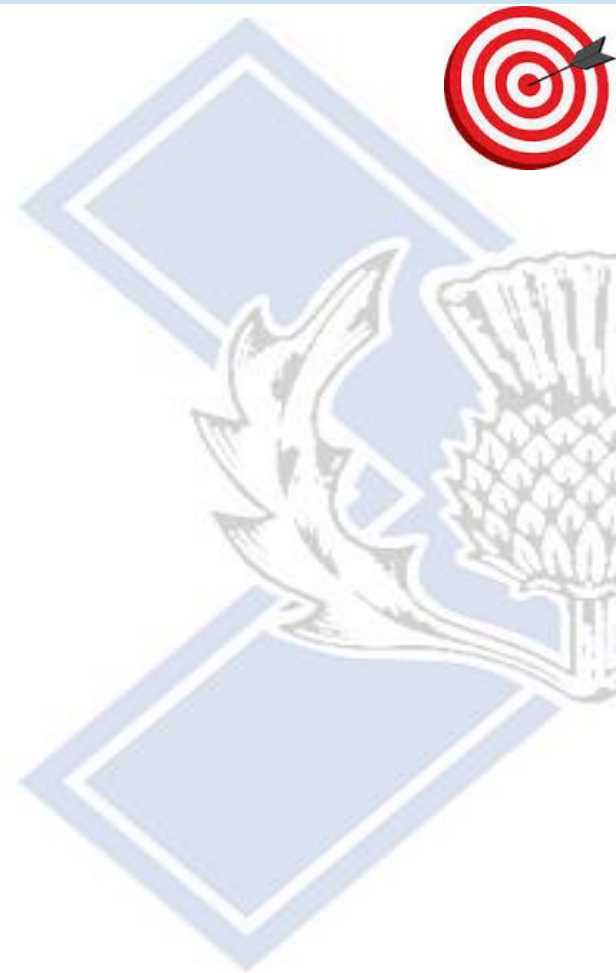


Today's activity: Group discussion

1. Target a year group
2. Look at the results for a previous assessment task.
3. What is the task mean and standard deviation?
4. Identify the targeted area for improvement.
5. What have our teachers observed? Refer to:
 - The assessment task and the teaching and learning sequences in the program.
 - Students' skills and knowledge essential for the task.
 - Student and marker feedback from the task.

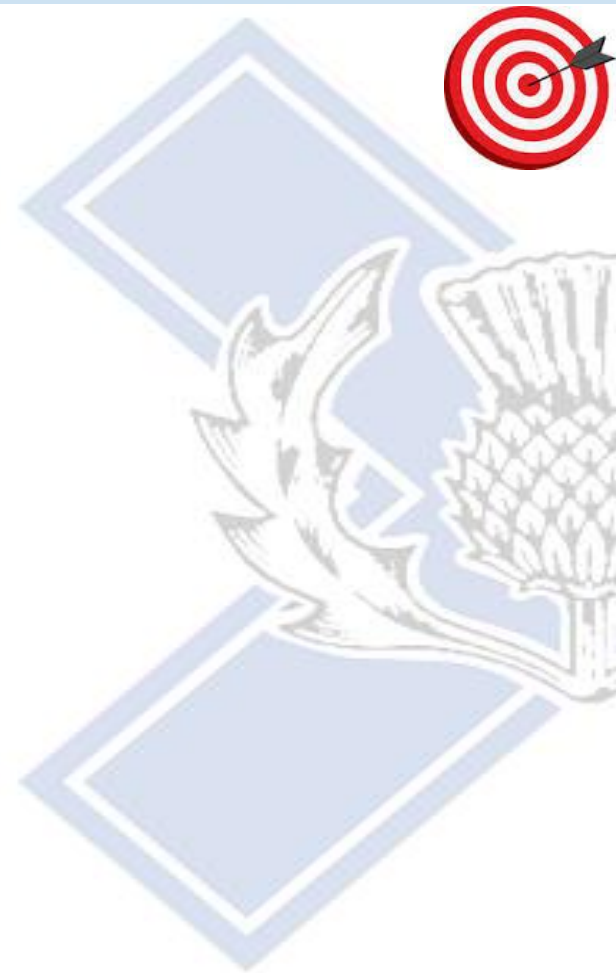


- 1. Target group:** Year 7 English cohort
- 2. Data used:** Results for an assessment task:
Mean 10.7, SD 2.3
- 3. General identified areas for improvement:**
 - Careful editing
 - Correct use of tense
 - Structure: Many students did not include an engaging opening. Use of language
 - Lack of imagery
 - Engagement with the concept



Targeted area for Term 3:

1. Aim for a well-crafted structure – introduction, building tension, closing, sequencing, etc.
2. Identify high performing classes or students who are excelling.
3. Video teacher/s modelling best practice.
4. Share strategies and resources.
5. Share exemplar responses.
6. Seek further support if needed. E.g. Approach DoPL or an expert such as writer in residence John Larkin.

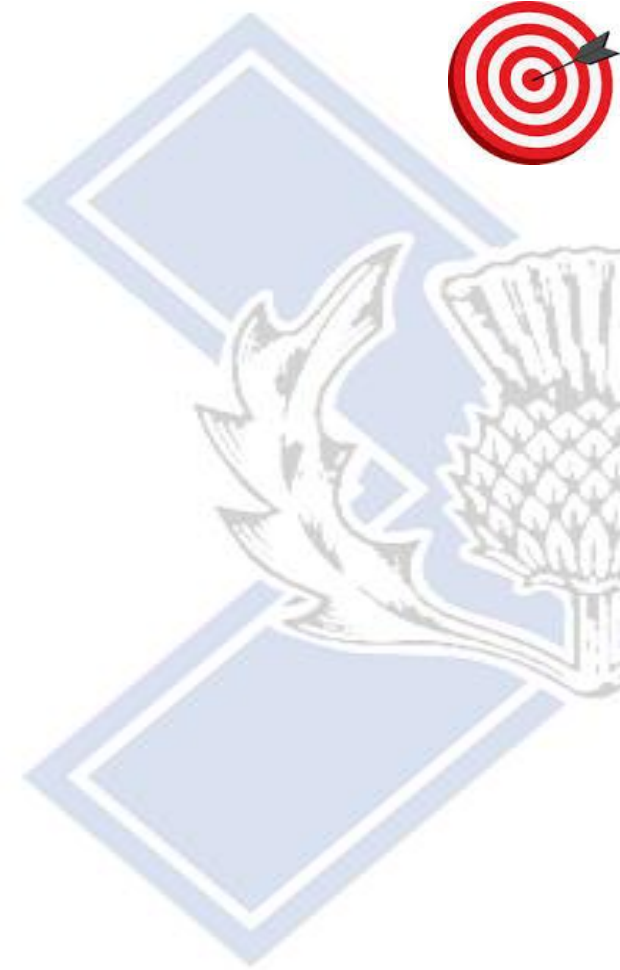


Today's activity: Group discussion - EXAMPLE 2

1. **Target group:** Stage 6 Geography
2. **Data used:** RAP Analysis: People & Economic Activity
Essay: HSC Exam Average 11.2 v Trial 14.7 & State Average 10.11

Essay question: *“Analyse the environmental and social impacts of one economic activity.”*

3. **General identified areas for improvement:**
 - Changed focus of HSC question; need to use more explicit evidence.
 - Writing too descriptively.
 - Inability of students to ‘analyse’ response.
 - Inconsistent use of language from BOSTES glossary.
 - Essay structure especially introductions.



Targeted area for Term 3:

1. Strengthen quality of student answers for extended responses through a focus on structure and using evidence.
2. Deepen students understanding and knowledge of the different BOSTES glossary terms and how to respond appropriately.
3. Extend student usage of specific terminology.
4. Share strategies and resources – e.g. create bank of modelled answers/exemplars and develop explicit teaching strategies.
5. Explicit focus on the types of supporting evidence required for a high end response.
6. Seek further support if needed. E.g. Approach DoPL or feedback from HSC markers/BOSTES marking centre notes.



Today's activity: Targeted teaching – planning for improvement

1. Identify an area for improvement using current Markbook or RAP data.
2. Examine the Task, mean and standard deviation.
3. Set a target goal; e.g. 10 per cent increase in the mean.
4. Share and discuss possible strategies and resources required to improve student achievement level in targeted area for Term 3.

